



JYVÄSKYLÄN YLIOPISTO
UNIVERSITY OF JYVÄSKYLÄ

Tartu University Centre for Ethics
Values-based education conference

School educators' moral professionalism in practice

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Finland



In this presentation:

Introduction:

My background, Institute of Educational Leadership, some examples of our current research-based projects

School educators' moral professionalism: what and why?

School educators' moral professionalism: how?





My steps in the world of educational research



(Hanhimäki, 2019)

- Dissertation: Moral Professionalism in Interaction – Educators’ Relational Moral Voices in Urban Schools (2011)
 - / In two EU research projects: ”Leading Schools Successfully in Challenging Urban Contexts” and ”Education through Diversity in Europe”
- Postdoctoral Researcher at the Department of Teacher Education in the University of Helsinki (moral interaction in pedagogical relations) 2011-2016
- Project work and studies in Guidance and Counselling and Education in the University of Jyväskylä 2016-2018: ethical thinking, values & career choices
- Master of Education 2018: adult education, career stories and the concepts of agency and identity
- Working experience as a career coach 2018
- Volunteer experience, for example, as a Member of Council and a Chair of Auditing Board in the municipality of Petäjävesi
- Project Researcher in the Institute of Educational Leadership 2019-
 - / Main interest: Ethical leadership and career counselling in educational leadership
 - / Dawn and EEPN Projects as great national and international openings to take new remarkable steps in educational leadership and education policy



Institute



University of Jyväskylä yesterday and today



(Risku, 2019;
Hanhimäki, 2019)



Established as Teacher seminar 1852

Today 6 faculties, 5 independent institutes and 2 subsidiaries

Focus on human and natural sciences



14 500 students (1 000 international with over 100 nationalities) and 2 500 staff
Rank: 357 university (QS) and 84 Faculty of Education and Psychology (THE)

University of Jyväskylä for tomorrow



(Risku, 2019;
Hanhimäki, 2019)

▣ Mission

▣ We are a university with social impact.

▣ Vision

▣ We are one of the world's leading research universities in the study of learning, wellbeing and basic natural phenomena, reshaping competence to build a sustainable society.

▣ Values

▣ Openness, Trust, Quality and Ethicality

▣ Developmental programmes

▣ Education development, World-class research environment and support for research, University community that promotes skills, creativity and wellbeing, Attractive campus and Digitality

(<https://www.jyu.fi/en/university/strategy>)

Faculty of Education and Psychology



(Risku, 2019;
Hanhimäki, 2019)



Department of Education

- Education
- Early childhood education
- Adult education
- Special education
- Educational leadership



Department of Teacher Training

- Class teachers
- Subject teachers
- Guidance counsellors
- Teacher training school



Department of Psychology

- Developmental psychology
- Neuropsychology
- Clinical psychology
- Personality and social psychology





(Risku, 2019;
Hanhimäki, 2019)

- In the Faculty of Education and Psychology, University of Jyväskylä
 - *The only of its kind in Finland*
 - Experience of educating over a thousand academic students in Finland and internationally
 - An extensive provision of domestic and international professional development programmes
 - Systematic research and societal collaboration in education leadership and policy networks
- History of the institute
 - First academic principal preparation programme in Finland (25 ECTS, core studies) 1996
 - Status as Institute 1999
 - Intermediate studies (35 ECTS) 2000
 - Doctoral studies (240 ECTS) 2002
 - International Master's Degree Programme (120 ECTS) 2007
 - Systematic post doc research 2008
 - International online MBA (80 ECTS, today called MEd) 2009
 - Systematic professional development programmes 2011
 - International development projects 2011 (EPNoSL)
 - Permanent status in University of Jyväskylä 2012
 - Early childhood education educational leadership programme 2012
 - Professorship in educational leadership 2014
 - Finnish name changed to correspond the English one 2015
 - Mission revised based on regular five-year-evaluation 2016
 - All studies start using the name of the discipline in curriculum 2017
 - Mission from Ministry to establish a national solution for education in educational leadership 2018 (DAWN)
 - Member of leadership team for European Education Policy Network (EEPN) 2018





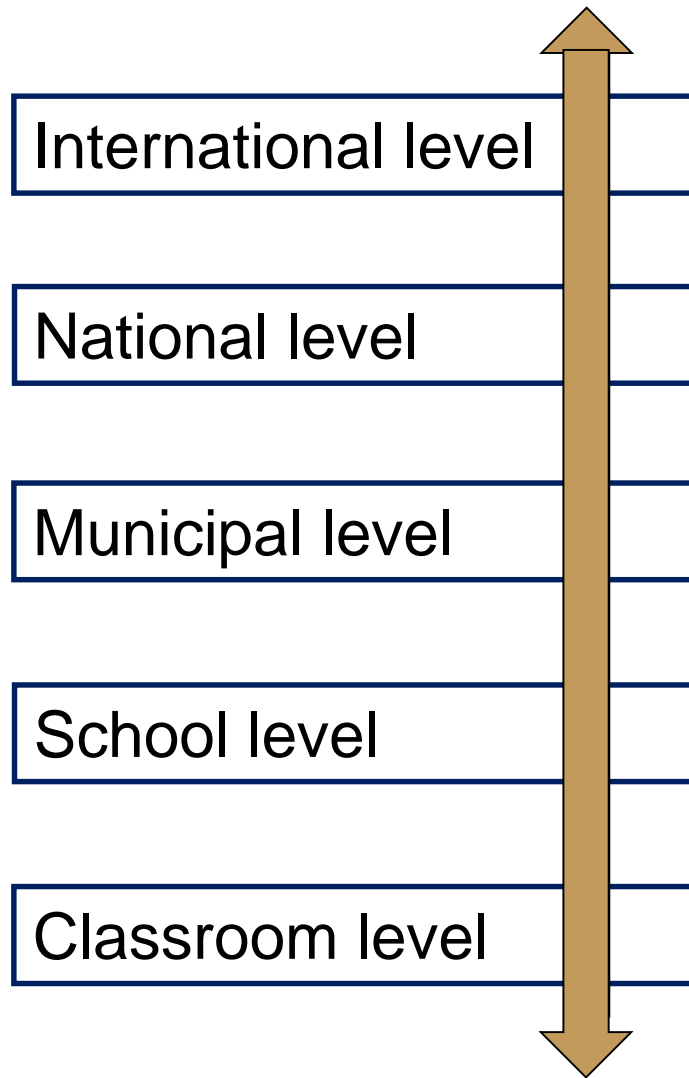
Educational leadership



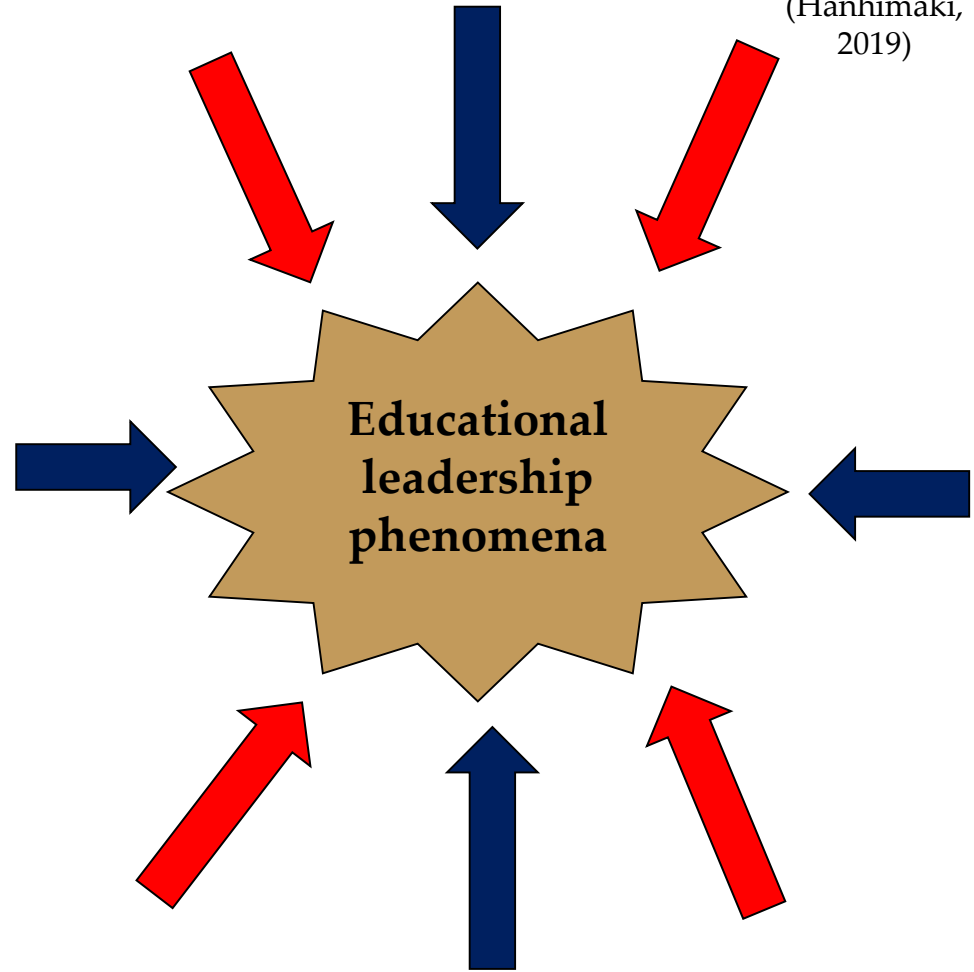
IEL research on educational leadership



(Hanhimäki, 2019)



Research on the system



Research on the phenomena

(Risku, 2018)

Leadership/management as a discipline in Finnish universities



(Hanhimäki,
2019)



(Risku, 2018)



**Competences in
educational leadership:
DAWN and EEPN**



DAWN PROJECT



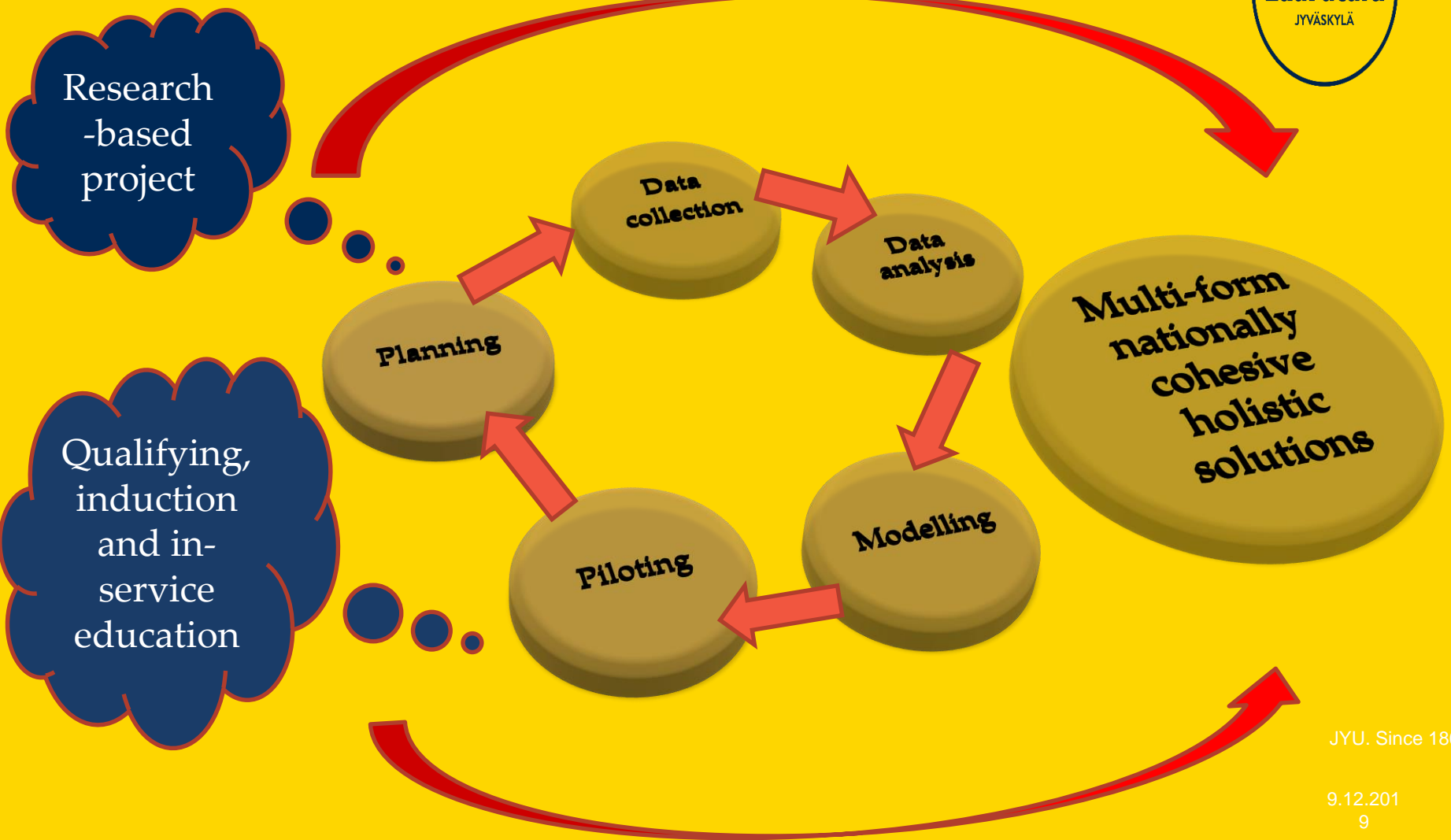
(Hanhimäki, 2019)

- One of the key projects funded by Finnish Ministry of Education
- Aim: to establish a national model for qualifying, induction and professional development education in educational leadership
- EduFutura-project (JYU and JAMK University of Applied Sciences) coordinated by IEL
 - Two Finnish cities: all school levels from early childhood education to vocational education, also higher education (universities and universities of applied sciences)
 - Working life organisations (e.g., members of a steering group)
- Cyclical process with emphasis on
 - Planning and competence needs analysis starting autumn 2018
 - Competence needs analysis, designing and modelling starting spring 2019
 - Piloting and experimenting starting autumn 2019
 - During the whole project: Societal conclusions nationally and internationally (e.g., EEPN network in EU)
 - The final conclusions: Presenting multi-form nationally cohesive solutions for strengthening educational leadership competences



EduFutura
JYVÄSKYLÄ

The development model of educational leadership in Dawn project



JYU. Since 1863.

9.12.201

European Education Policy Network



(Hanhimäki, 2019)

- European Union project to establish an inclusive and sustainable network of key actors in the field of teacher and school leader policy making.
- Coordinated by ESHA and ETUCE with lead partners EFEE, EERA, NEPC, Ellinogermaniki Agogi and Institute of Educational Leadership University of Jyväskylä.
 - National partners in about 20 countries
- Process
 - Goal of year 2019 to provide recommendations for the European Commission and national policy makers for educational staff's inspiring careers and education to support the careers
 - Desk research reports
 - Recommendation report
 - Conference in Jyväskylä on November 18 2019
 - Goals for years 2020, 2021 and 2022 to be decided



School educators' moral professionalism

What and why?

JYU. Since 1863.

Ethics? Morality? Ethical leadership?

Discussion questions:

- 1) What do these concepts mean?
- 2) When and how much have you wondered these concepts?
- 3) Ethics and moral in education – why and how is it useful to consider these issues?



Ethics/ethical – morality/moral Main concepts

- **Ethics:** Greek (ethikos, ethos) (character, standards, custom, convention)
- **Morality:** Latin (mos, moris) (convention, custom, conduct)
- Ethics: theory of morality, ethical principles, an academic discipline which investigates moral behavior
- Morality: values and rules of practice which are learnt in a certain community
- Moral activity according to the ethical guidelines = ethics as theories, morality as practices
- Ethics and morality are often used as synonyms based on their same etymological roots



Ethics and teaching

- Teacher's profession
 - / Independent profession: academic training, provides essential services for the society and people's wellbeing
 - / Demanding expert duties
 - Professions include professional ethics (e.g., doctor, lawyer, pastor)
 - These professions demand a certain attitude, responsibility and relation to the work
 - Common professional values and principles
 - Quality assurance in these professions: high expertise and ethical practices in all situations



Ethics and teaching

- Responsibility in teachers' work:
 - / Knowledge and expertise
 - / Values and norms as a basis for teachers' work
 - It isn't possible to replace one another
 - Continuous sustainability of expertise
 - Sensitivity and readiness to recognise ethical challenges and act ethically



Teachers' ethics

- Juridical and ethical questions are separate
 - / Teachers' main duties and responsibility are stated in the educational laws and norms, the content is stated in the curricula
 - / The basis of professional ethics exist as an internalized perception on professional moral demands
 - A starting point is the Universal Declaration of Human Rights by the United Nations
 - It isn't forced or regulated externally but is based on internal control



Teachers' ethics

- Power and responsibility
 - / Teachers' roles have changed more closer to children / pupils / students
 - Responsibility for the development of the learner, cooperation, evaluation
 - Internalized ethical thinking as a cover and resource
 - Professional ethics guides interaction
 - Consideration and evaluation of own practices, motives and aims
 - No misuse of your own status



Teachers' ethical principles

- The Trade Union of Education in Finland (OAJ) published in 1998 (reformed in 2014)
- Teachers' ethical principles have been published in the USA in the 50's and 70's; they have become general in Europe in the 90's
- Wide guidelines which you can apply in different teaching duties
- No concrete answers in problematic situations but like a guideline of teachers' responsibilities and rights



Principals' ethical principles

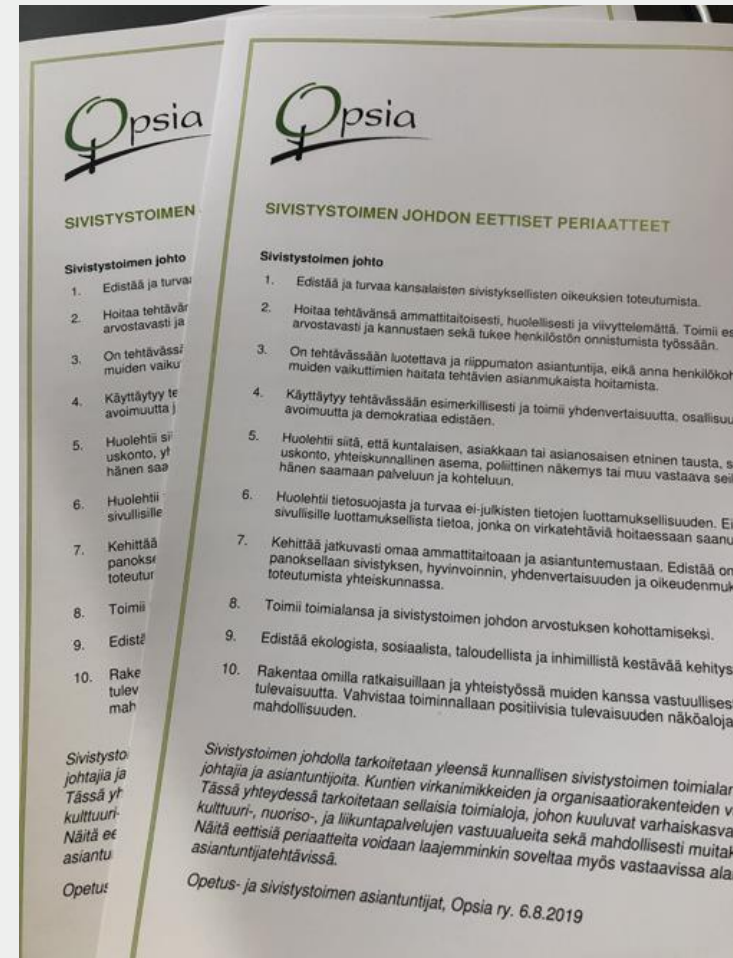
- The Finnish Association of Principals (SURE) published in 2018 (previous principles from 1996)
- "Values are the basis of ethics, and our association wants to be actively involved in the value discussion in education. New ethical principles give hopefully a good basis for discussion, says a main principal Veli-Matti Hakanen. According to Veli-Matti, the *principal's* profession is caring, and we want to describe the principal's role from this viewpoint in these ethical principles. – In everyday school work, we have to be human beings for human beings and take care of each other.

– Opettaja-magazine 8.2.2018



Ethical principles for the heads of local education and culture departments

- Published in 2019 by Finnish Association of Educational Directors and Experts (Opsia)





Research on school educators' ethics

- Teaching is moral activity (mm. Hansen 2001), even if teachers don't always recognise the moral dimension in their work (mm. Sockett 1993; Lyons 1990; Tirri 1999)
- Moral professionalism is defined as the quality of educators' professional practices (Sockett 1993), which are judged by professional standards and codes of ethics, and become evident in educators' moral practices and roles in the everyday life of schools (Hanhimäki 2011).

Research on school educators' ethics



Moral and ethical dimensions in teachers' and principals' work have been studied during previous decades e.g., Hansen, Carr, Sockett, Narvaez, Campbell, Tirri

- "The idea of teaching as a moral endeavour": an orientation toward practice and the significance of work as well as a specific family of values (Hansen 2001)
- Good teaching can be defined as teaching which seeks at best to promote the moral, psychological and physical well-being of learners (Carr 2000)
 - / The aim of moral leadership is to create an ethical and educational community: "People live well together and children learn how to live well together in the larger community" (Strike 2007)
 - / Practical and rational viewpoints have been emphasized but moral, ethical and nonrational viewpoints have been neglected
 - However, ethical values are present and visible in all activities of school when principals build a commonly shared ethical value basis in school and with cooperation partners (Day & Johansson 2008)



School educators' moral professionalism

How?

Own values, ethical thinking and moral practices

- Discussion questions:
 - 1) Discuss with your pair what issues and values are important for you in your work and life – these issues and values are the basis of your ethical thinking
 - 2) Discuss then how did you feel when you named these issues and values and where they are coming from. How can you recognise that values guide your life and practices?

EXAMPLE how to train moral professionalism: IEL courses for intermediate studies in educational leadership (35 ECTS)



(Risku, 2019;
Hanhimäki, 2019)

Compulsory studies (31)

Professional identity (3)

Ethical leadership (5)

Organisations and leadership (5)

Education policy (3)

Educational administration (5)

Pedagogical leadership and the
pedagogy of leadership (5)

Practicum (5)

Elective studies (4)



EXAMPLE: how to train moral professionalism:



Main contents during the course of ethical leadership

- Main concepts and theories
- Own consideration and discussions: own values, life and career paths, ethical challenges in own work, leading ethically own school community
- Ethics in teaching, professional ethics
- Research on moral professionalism and leadership





EXAMPLE: how to train moral professionalism:

During studies in educational leadership: My development path in leadership

Analysis of own leadership, values, ethics, perceptions, beliefs, and argmentation with the help of research literature

- Three parts: professional identity, expertise and agency

Questions:

- What is the basis of my ethical thinking and practices?
- Idea of man, humanity, good life and how these issues are visible in my leadership?
- A meaning of work and leadership for me?
Wellbeing in work and so on





Moral Professionalism in Interaction (Hanhimäki 2011)

- Moral educators and their roles in urban schools
- The project behind the study
- Theoretical and contextual backgrounds
- Data and methods
- The original articles
- Main findings
- Implications for the future





The project behind the study

- The Socrates Comenius project called "Leading Schools Successfully in Challenging Urban Context: Strategies for Improvement"
- 9 European countries
- Successful urban schools as challenging learning environments
- Especially principals and their successful leadership
- The project criteria guided the search for participants: such as a challenging urban context, improvements in pupil attendance and social behavior during this principal, and principals had led the school for at least 5 years





Theoretical background

- Moral professionalism:
 - / Teaching practices and work as moral activity (Hansen 2001): an orientation toward practice and a specific family of values
 - / The quality of the educators' professional practice (Sockett 1993): professional standards and codes of ethics guide it, evident in moral practices and roles
- Professional ethics:
 - / The codes of professional ethics for Finnish teachers (1998) and for deacons (2001): common values (honesty, justice, human worth), development, cooperation, the Universal Declaration of Human Rights (UN), Christian values such as human worth



Theoretical background

- Leadership:
 - / Moral leadership:
 - Strike 2007: the creation of an ethical and educational community: live well together
 - Shapiro & Stefkowich 2005: training for educational leaders in the ethics of justice, care, critique and profession
- Narrative approach:
 - / Voices and moral reasoning in interaction
 - Bakhtin 1981: dialogical knowledge
 - Elbaz-Luwisch et al. 2002: the voice of the person talking, the voice of the addressee, and other voices
 - Estola 2003: moral development through social interaction



Contextual background

- The Finnish success in the results of PISA
- Equality in the Finnish education system: equal opportunities for all to receive an education, free basic education
- The challenging urban context in Helsinki (a capital, 580 000) and Jyväskylä (a medium-sized city, 130 000)
- Multiculturalism and moral professionalism: abilities to face diversity
- Changes in values and diversity in society



Contextual background

- Moral, religious and spiritual education
 - / The discipline of religious education
 - / Moral education: learning commonly accepted values in education, support and help of the larger public (Carr 2000)
 - / Religion and morality: the influence of religious beliefs on moral thinking (Kohlberg); preparation for future leaders to encounter the religious pluralism (Nash)
 - / Spirituality as moral sensitivity in moral voices
 - / Moral, religious and spiritual education in schools
 - A multicultural school context provide opportunities to discuss particular moral or social issues

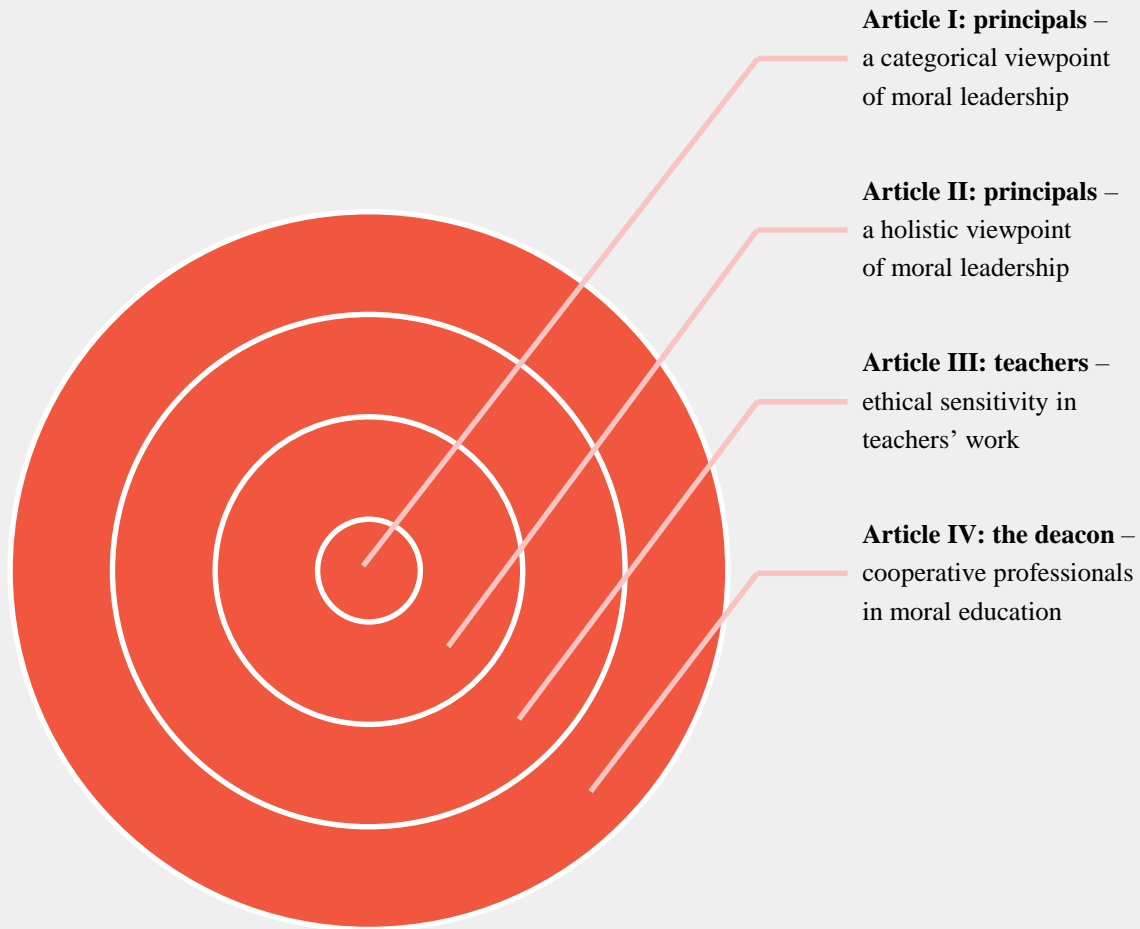


Data and methods

- Four schools in Helsinki and Jyväskylä: two primary schools and two secondary schools
- 37 narratively constructed interviews: principals, teachers, pupils, parents and the deacon
- The main themes in the interview schedule: biographical information, perceptions of the school and its ethos, leadership and development, principal's role and characteristics, and reasons for the success of the school



Moral Professionalism in Interaction: the main themes of the articles (Hanhimäki 2011)





The original articles

- Article I:

Hanhimäki, E. & Tirri, K. 2008. The moral role and characteristics of Finnish urban school principals. *Journal of Research in Character Education*, 6(1), 53-65.

- / The data: 37 interviews (principals and key interviewees)
- / Narrative case studies, a categorical viewpoint of moral leadership: the themes concerning principals' emotional and ethical skills, moral roles and characteristics
- / The cases: a description of the school context, the principal's own description of his or her values and characteristics, other people's descriptions



The original articles

- Article II:

Hanhimäki, E. 2008b. Moral profiles of successful urban school principals. In K. Tirri (Ed.), *Educating moral sensibilities in urban schools*. Rotterdam: Sense Publishers. 35-49.

- / The development and manifestation of principals' moral profiles
- / The data: 37 interviews (principals and key interviewees)
- / Narrative profiles of four principals, a holistic viewpoint of moral leadership: the themes concerning life history, leadership, role, success, support, and the future
- / The profiles: path to principalship, principalship in the current school, and challenges and visions for the future



The original articles

- Article III:

Hanhimäki, E. & Tirri, K. 2009. Education for ethically sensitive teaching in critical incidents at school. *Journal of Education for Teaching*, 35(2), 107-121.

- / To identify critical incidents at school that required ethically sensitive teaching and generated moral emotions; Narvaez' (2005, 2006) definition of a moral expert
- / The data: 20 interviews (principals and teachers)
- / The critical incident technique, the themes and emotional expressions of critical events
- / The description of critical incidents according to the categories related to the principal, students and families, teachers, and the school community



The original articles

- Article IV:

Hanhimäki, E. 2008a. A case of a deacon in a challenging urban school. In K. Tirri (Ed.), *Educating moral sensibilities in urban schools*. Rotterdam: Sense Publishers. 51-60.

- / A case example of cooperation between school and church; a project worker and a member of the school staff
- / The data: 10 interviews (a deacon, and other interviewees from one primary school) and the medium report on the deacon's project
- / The narrative approach and case study method
- / A narrative case study: context, the deacon's work with pupils, families and school staff, evaluation and future prospects



Main findings

- Educators' relational moral voices in relation to themselves and other people emerged through the main themes of moral leadership (**core**), the development and evaluation process (**process**), moral sensitivity (**practice**), gender (**body**), values (**basis**) and student well-being (**main issue**)
- Roles: a moral leader; a lifelong learner; a morally sensitive educator; a mother and a father; a value educator; students' educator



Main findings

- Educators' moral voices in relation to their work and society emerged through the main themes of multiprofessional cooperation (**main resource**), families and parental involvement (**main partner**), and moral school culture (**aim**)
- Roles: a professional cooperative partner; parents and families as main cooperative partners; a creator of the moral school culture



Main findings

- Educators' moral voices in interaction between themselves and the urban school context → creates and shapes moral professionalism
- The loudest relational moral voices heard through these five themes: caring, cooperation, respect, commitment, professionalism
- These various voices and themes of moral professionalism are present in the educators' relations and moral roles



Educators' relational moral voices through the nine main themes of moral professionalism (Hanhimäki 2011)





Implications for the future

- Practical approaches in teacher education when becoming moral professionals: teachers' experiences, narratives and telling stories, case studies, critical incidents; a connection to the everyday life of schools
- Opportunities of moral, religious and spiritual education in plural interaction of urban schools: moral sensitivity and education in multicultural issues, to understand morality and religions both critically and reflectively; a resource for work and a tool to grow as human beings



Implications for the future



- Multiprofessional cooperation, parents and the common duty of moral education in schools: to connect the resources of various cooperative partners; a connection between success in learning and the moral atmosphere
- The moral educators' role in the future:
 - / To strengthen the basic values of Finnish society and to increase the dialogue between pupils who hold different world-views
 - / Educators' moral professionalism will be emphasized in the social interaction of schools



The final idea

”At its best, there is just a human being and a human being with caring, respect and cooperation between them”

- Principal, primary school





Thank you 😊

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